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PERCEIVED IMPACTS OF TEACHERS' PERSONALITY FACTORS AND LEARNING IN BAYELSA STATE SECONDARY SCHOOLS

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ABSTRACT

The study investigated the perceived impact of teachers' personality factors and learning in Bayelsa state secondary schools. A correlational design was adopted for the study. A sample of 100 teachers was drawn from the 9 educational zones of the state, using a simple random sampling technique. A 15 titled Perceived Impact of Teachers' Personality Factors and Learning Questionnaire (PITPFLQ) was developed on a 4-point scale by the researcher and was used for data collection. The reliability of the instrument was the correlation coefficient. This fielded a rehabilitee coefficient of 0.81 for the instrument. Data collected were analyzed teachers' personality factors have influence, based on the findings, the study recommended that the government should liaise with school heads to organize a training program for teachers. School heads should also organize an award ceremony for the most educationally friendly teacher. Finally, it recommended that students should pay attention to the ideals disseminated, rather than their mother tongue's interference with their English language.

Keywords: Teachers' Personality Factors**,** Personality Factors and Learning Questionnaire (PITPFLQ), Bayelsa State Secondary Schools

I INTRODUCTION

Over the years a lot of factors have been attributed to poor learning by students in secondary schools. The federal government has varied the system of education from the 6-5-4 system to the 6-3-3-4 system and even to a universal system of effective learning, especially at the secondary school level; parents on the other hand put the blame on consistent strikes by teachers. However, the teacher's personality is a factor that could propel or repel students from learning as anticipated.

Amaele and Amaele [1] pointed out that the task of teaching demands a lot of role-playing, movement, and demonstration, such as walking, speaking, and writing questioning and demonstration. All they said requires the use of the teacher's whole body. These all-involved roles make teaching a complex phenomenon. Teaching, therefore, involves a range of acts and personality drills in which some kinds of content are communicated to perspective. Almost every day students describe and access the personalities of teachers around them. Whether realize it or not, these daily musings on how and why teachers behave as they do is the personality that influences their fear. According to Wikipedia [2], personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognition, motivations, and behavior in various situations.

Learning on the other hand is a process that leads to changes, which occur because of experience and increases in the potential for improved performance [3]. Learning is a process. It is not a one-time act it therefore requires consistency and commitment which needs to be induced by a teacher- not just by what he says but also by what he does and the strong academic personality that emits from him.

Teacher in the classroom according to Berko, Wolvin, and Wolvin [4] involves the dissemination of ideas from the teacher to his students to facilitate learning and communication however such a situation is usually done intentionally or consciously. Communication can be married by mother tongue influence. It is a known fact that a person's first language goes a long way in influencing his second language. This is the case with many teachers in Bayelsa state. There is usually a heavy influence of the local dialect on the verbalization of teachers. This situation makes some teachers appear more ludicrous to their students than being a facilitators of learning.

Attitude according to Nkpome [5] is the sum total of a person's behavior or character as related to the manner at which he does his job. The liaise-faire

attitude of teachers to work may be negative on learning the state-owned secondary schools. Most of the teachers prefer to reside in the state capital, Yenagoa even when their schools are in other local government areas, this makes many of the teachers not regularly at work report late to work. This attitude will impair learning in the subject taught.

Affability simply is the state of being approached or friendly. Learning work takes place easily when teachers are simple and approach students ask questions freely and readily answer questions when a teacher is affable the reverse will be the case when a teacher keeps a long face. However, when a teacher is down to earth too friendly, and lacking with students in a simple manner, learning just might be impaired.

Statement of the Problem

Twice the West African Examination Council and joint Admission and Matriculation Board have refused to release the results of Bayelsa state secondary school students. The reason is due to widespread examination malpractice. Normally examination malpractice is an indication of poor preparation for an examination and poor learning in the classroom.

Teachers whose personalities do not command respect from students cannot spur them to learn as required. Teachers whose first language inter-twine with the English language would not be taken seriously by students and this could impair learning.

Irregular attendance and late arrival to work by teachers are another devilish blow to learning students who did lose interest in the subject a teacher who is not regular in the school. In Bayelsa state where teachers take pride in living miles away from school, absenteeism becomes the order of the day, especially when salaries are not paid.

The attitude of wearing long faces and descending on students with lashes at the slightest offense are acts that are inimical learning. Learning requires a great deal of affability from teachers. However, lean government welfare packages and reward systems would not teachers to be affable.

It is against these backdrops that this study was carried out to ascertain the perceived impact of teachers' personality factors and the learning of secondary school students in Bayelsa state.

II PURPOSE OF THE STUDY

The main purpose of the study is to investigate the perceived impact of teachers' personality factors and the learning of secondary students in Bayelsa state. To this end, the study will specifically achieve the following objective, namely.

i. To determine the impact of teachers' communicative skills on learning in Bayelsa State Secondary School.
ii. To find out whether teachers' attitude to work influences students' learning in Bayelsa state secondary schools.
iii. To establish if teachers' affability spurs students to learn assiduously in Bayelsa secondary schools.

Research Questions

The following research questions were formulated to direct the study;

i. To what extent do teachers' communicative skills affect learning in Bayelsa state secondary schools?
ii. How does teachers' attitude to work influence learning in Bayelsa State Secondary School?
iii. What effects have teachers' affability on learning in Bayelsa state secondary schools?

Methods

The study adopted a correlational design: The design is considered most appropriate for this study in that was used to determine if a change in one variable can lead to a change in another and the extent of the change.

All the teachers in Bayelsa state public secondary schools formed the population of this study. The sample size of the study consists of 100 teachers drawn from 9 educational zones of the state. The instrument for data collection was a self-designed instrument titled: Perceived Impact of Teachers' Personality Factors and Learning Questionnaire (PITPFLQ). Section A consists of a demographic information template for respondents, while section B consists of 15 items which are divided into 3 clusters based on the items that address each research question. The instrument was validated by the specialists: one in educational foundation and the other in measurement and evaluation.

To ensure the reliability of the instrument, a trial test was conducted on drawn from 3 educational zones that did not constitute a part of the study. A test re-test reliability estimate was computed using the Pearson product-moment correlation coefficient. This yields a coefficient of 0.81. This value obtained

indicated that the instrument was reliable for the study.

The data collected from the instrument were therefore analyzed using a weighted mean. The decision rule indicated that any item response means of 2.5 and above was accepted while items below 2.5 were rejected.

Result

Research Question 1

To what extent do teachers' communicative skills affect learning in Bayelsa State Secondary School?

Table 1: mean rating of teachers' communicative skills on learning

S/N		N	X	DECISION
1	A teacher's fluency commands interest.	100	4.30	A
2	The influence of a teacher's local dialect in his English language reduces interest in his subject.	100	3.33	A
3	Over verbalization is loved by students	100	2.18	R
4	Poor grammatical sentences disturbs understanding of ideas.	100	4.49	
5	Gesticulation helps to get students' attention.	100	4.28	A

Key: N= Number of respondents, x = mean, A=Accept, R= Rejected

The result in Table 1 shows the mean rating of teachers' communicative skills in learning. The result shows that teachers have mean ratings of 4.30, 3.33, 2.18, 4.49, and 4.28 respectively for items 1, 2, 3, 4, and 5. The mean rating of items 1, 2, 4, and 5 falls above the acceptance region and is accepted to indicate that teachers' communicative skills influence learning item 3 with a mean rating of 2.18 falls below the acceptance region, therefore rejected to indicate that over verbalization does not facilitate learning.

Research Question 2

How does teachers' attitude to work influence learning in Bayelsa State Secondary School?

Table 2: Mean Rating of Teachers attitude to work influence learning

S/N		N	$\overline{X}$	DECISION
6	Teachers' liaises-faire to his subject rubs off negatively on learning.	**100**	4.38	**A**
7	Irregularity to work by a teacher affects interest in his subject.	**100**	4.40	**A**
8	The concern of a teacher to his subject, determines this students seriousness.	**100**	4.41	**A**
9	Students performance in a subject as an outcome of the teacher's intelligence.	**100**	4.29	**A**
10	Effective learning is as a result of teachers' attitude dissemination of knowledge.	**100**	4.36	**A**

Key: N= Number of respondents, X=mean, A =Accept

The result of Table 4 shows the mean rating of teachers' attitudes to work on learning. The result shows that teachers had mean ratings of 4.38, 4.40, 4.41, 4.29, 4.38 respectively for items 6, 7, 8, 9, and 10. The mean rating of items 6. 7. 8. 9. And 10 fall above the acceptance region and are accepted to indicate that teachers' attitudes to work influence learning in Bayelsa State secondary schools.

Research Question 3
What effects have teachers' affability on learning in Bayelsa state secondary schools?

Table 3: Mean rating of teachers' affability on learning.

S/N		N	$\overline{X}$	DECISION
11	Stern look is encouraging to learning.	100	2.21	R
12	Excessive socialization makes learning to be interesting.	100	2.16	R
13	A friendly teacher encourages students to learn.	100	4.33	A
14	Students participate actively in the class of a simple teacher.	100	4.12	A
15	Class room discussion helps students to improve in learning.	100	3.10	A

Key: N= Number of respondents, X=mean, A =Accept, R=Rejected.

The result in Table 3 shows the mean rating of teachers had a mean rating of 2.21, 2.16, 4.33, 4.12, 3.01 respectively for items 11, 12, 13, 14, and 15. The mean rating of items 13, 14, and 15 falls above the acceptance region and is accepted to indicate that teachers' affability influences learning. However, items 11 and 12 fall below the acceptance region. They are therefore rejected to indicate that stern looks and excessive socialization by teachers do not help to improve learning.

III DISCUSSION

The study shows that teachers' personalities have a direct consequence of learning in Bayelsa state secondary schools. The teachers who formed respondents to the study agreed as discovered in their mean rating that the communicative skills of teachers can affect learning in secondary schools. This is in line with Iyer's [6] statement that 38% of understanding by listeners is based on accent, time, and speech rhythms.

The study also shows that teachers' attitude to work influences learning in Bayelsa State secondary schools. The mean rating of work has a direct effect on learning in the state secondary schools. This of course is in consonant with Fredricson's [7] post, which says that students' achievement and attitude to studies deserve a lot of Kudos given to their teachers for their efforts. Finally, the study further shows those teachers' affability in schools. The mean rating of teachers ascertains that teachers' affability influences learning.

IV RECOMMENDATION

It is quite baffling to know that teachers' personalities bear on learning in secondary schools based on the findings of this study. It is therefore recommended that the government should liaise with school heads to organize a periodic training scheme for teachers to brush up on their personality to encourage students to learn with ease.

School heads should include in their recognition ceremonies an award for teachers who are adjourned by students to be the friendliest teachers to learning. They can achieve this by asking the student to fill out a questionnaire on their most educationally friendly teacher. With this, personalities, especially as pertains to learning.

Students on the other hand should also be given language on the English language so that they will mock a teacher at the expense of the message knowledge he impacts on them.

V CONCLUSION

It is a good thing to have beautiful edifices in school and to equip teachers with modern teaching aids. However, learning may still be by if teachers' personality is not adequately tacked. This is because the study shows that learning goes party-pass with teachers' personality factors such as communicative skills, attitude to work, and teachers' affability. Based on these findings, it is concluded that school boards and heads of schools should take into cognizance to influence of teachers' personalities on learning and should help teachers to improve on their personalities.

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